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ABSTRACT

Designed for students in a community college introductory psychology course, this booklet provides course assignments and ideas to improve students' writing. The booklet covers the following topics: (1) course writing assignments and the steps in preparing summaries of readings; (2) academic honesty and ways to avoid plagiarism; (3) the use of outlining and summarizing to improve the organization of written assignments, including 10 hints for successful writing; (4) citations and references, including examples of common formats; (5) requirements for written work (e.g., clear labelling, neatness, and correctness); (6) the concept of mastery learning used in the course; (7) assignments that must be redone to receive credit; (8) late assignments; (9) requirements for class attendance and active participation; (10) the grading system; (11) 18 steps for conducting a research paper to earn an "A" grade; and (12) optional written work such as critiques, diaries, book reviews, etc. A sample essay with title page and references is included, along with sources of additional information on writing. (MDB)

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Written Work in Psychology

Jim Bell

4th edition 1988-1989

AC 880 271

WRITTEN WORK IN PSYCHOLOGY

PURPOSE OF THIS BOOKLET

Improving your writing and improving your thinking are two of the main goals of this course. A good way to learn and think about psychology is to write. This booklet is designed to provide information and ideas to improve your writing.

Learning is a joint effort between students and faculty. Consequently, I encourage students to provide me feedback so I can better help them. This booklet in its present form is due to extensive student feedback.

Students who have taken my General Psychology course are aware of the importance of written assignments. Consequently, parts of this handout will be review for them. Since writing assignment in this course are more involved and challenging, these students need to carefully read the full handout to learn what is expected for written work.

For students who have not previously taken one of my courses, this handout was prepared to give them the foundation of information on written assignments necessary to be successful in this course. Keep this handout handy and use it with all written assignments.

Please bring to me any ideas you have for improving this handout by filling out page 43 to turn in at the end of the course.

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I. WRITING

You might ask: "Why is there an emphasis on written assignments?" Good question! Well, I used to measure how much students learned by giving tests which included multiple choice items, short answer items, and short essays. Over a period of years as I read more about how people learn, as I talked with other teachers, and as I got feedback from my students, I changed the ways I measured learning.

Although there are many different specific ways to measure learning, these ways can be reduced to 1) tests (objective tests — multiple choice, matching, true-false, fill in the blanks; subjective tests — short answer, short essay, long essays), 2) written assignments (essays, research papers, other types of papers), 3) group discussion (measurement of the quantity and quality of group discussion), and 4) individual interviews (question and answer sessions with a more advanced student or the instructor or extended discussions with the instructor). I have tried all of these methods.

My preference would be to talk individually with you about what you have learned. This method would be close to how you will use what you are learning in this course after the course is over. However, time does not permit this approach and few students have ever experienced this approach.

Tests are relatively easy to make and grade. Research papers take a lot of time to grade but that time is usually at one time near the end of the course. Grading many short papers takes a lot of time. However, students in previous classes (over 96%) have requested written assignments rather than tests. Consequently, I have been working to improve the written approach that has been so overwhelmingly requested by students. Besides high student interest in written work, there are two other lines of thought which support my decision to primarily use written assignments.

One of the newer views on how people learn suggests that being active is extremely important in learning. A summary of that viewpoint is contained in Writing in the Arts and Sciences by Maimon and four other teachers (1981). "... to learn is to absorb new information into preexisting patterns of thought." This new view "stands in opposition to the older view that students, like robots, can learn just by sitting down and memorizing several chapters at a time. We now believe that to learn new material, you must work with it, must give it some kind of structure... What is essential is some active involvement with the material. Writing about the material provides the active involvement." (p. 18)

"In short, writing is one of the most important intellectual activities that you do in college, for writing is not simply a method of communicating what you know about a subject, it is an extremely useful tool for assisting you in a variety of academic tasks, from observation to argument." (p. 19)

The second line of thought is the increasing desire of businesses in this country to have employees who can express themselves both orally and in writing.

A consensus has been building that education from the early years through college needs to stress writing and its importance. Time (May 19, 1980) said: "What is new is the national conviction that something must be done about writing, and the challenge of trying to spread writing skills widely throughout a society as diverse as the U.S.'s... The fuss over writing skills means one thing at least: students will write more. And that fact alone is significant." Consequently, I require written assignments in all of my courses. The result is that my students become better writers.

One of the most important types of writing is the summary. When you write a summary, you are stating in your own words what you understand from what you have read, seen, or heard. You might summarize a single article, film, discussion, or lecture. Or you might summarize several sources. Summarizing involves separating the relevant from the irrelevant and then putting into your own words a condensation of the relevant information. A summary does not include all of the details from the source. Rather the summary focuses on the central ideas, key points, and relevant evidence. A summary must cover fully the topic, be concise, be accurate, be in your own words, and be organized. Successful summarizing depends on full and accurate understanding of your source. Generally reading a source a second or third time will be necessary for complete understanding. Summarizing is a good way to find out if you understand. Let me suggest the following 8 steps to use when summarizing a single source.

8 Step Procedure for Writing Summaries

- Step 1: What am I to summarize? Be clear on what you are to summarize. Are you summarizing a full article, part of an article, or a concept?
- Step 2: How long is my summary to be? A summary is a shorter version of the original source. The amount of details you include will depend on the requested length of the summary. Note the length requirements. A very brief summary of an article or book, often called an abstract, is only a few lines long and includes only the central idea and the most important key points. A longer summary would include evidence along with the key points.
- Step 3: How do I start? Read the source until you thoroughly understand what you have read (often two or three readings are needed). Read to understand the central idea, the key points, and the relevant evidence. Don't get involved in side issues and less important details. I start out by listing on a separate page the points made by the writer. I make sure I have all of the writer's ideas.

- Step 4: What do I do once I have all of the ideas listed? Identify the central idea, key points, and evidence for an article or book. After you have all of the points made by the writer, then organize. Organize what you have read so that relevant ideas are together and irrelevant ideas are dropped. I talk outloud to myself to see how ideas fit together. I also make an outline. Revising the outline helps me prepare or organize the summary.
- Step 5: What do I do after I have a beginning organization? Start writing. Start with the central idea. Use your own words to express what the author said. You are to be brief, leave out irrelevant information, and organize the ideas so the summary is clear. I close the source so that I am not tempted to use the writer's phrases. Write quickly. If you get stuck, go on to another idea. Don't worry about spelling, grammar, or neatness. Just write. Also, do not directly quote from your source.
- Step 6: How do I know if I avoided plagiarism and summarized accurately? Return to the source and check your summary. Did you say what the source said? You may use some of his key words. Do not use more than 4 of the source's words in a row. Did you use your own organization? If you need to further write, do so. Add in the material that was missing or rewrite material that was too close to the original.
- Step 7: Am I finished? No! At this point you need to go over your summary to check for these things. (1) In what ways can my summary be better organized? (2) Do I make clear how the various ideas are related? Are all of the transitions included? (3) Can I be briefer? (4) Is everything clear? (5) Are the words correctly spelled and have I taken care of basic English writing rules? (6) Did I write in the past tense?
- Step 8: What can I do to make the summary impress the reader? Type if possible. If not, write very carefully. Be neat. Proofread your answer. If an error occurs, correct it. If several errors are still present, rewrite the answer.

Your goal when summarizing is to be accurate, organized and brief. If you have the skills and determination, then be creative with your work and give it the stamp of your individual approach.

Outlining is a way to see how something is organized. Doing your own outline can help you improve your organization. It is also a good study technique. I write handouts in outlines in this course to help you see how things relate to each other.

On the next page is an outline of this section on "WRITING." Study the outline and then think about the requested summary statements.

Outline for the Section Entitled "WRITING"

- I. Student learning can be evaluated in a variety of ways. (p. 2)
 - A. Through Tests
 1. Objective Tests
 - a. Multiple Choice
 - b. Matching
 - c. True-false
 - d. Fill-in-the-blank
 2. Subjective Tests
 - a. Short answer
 - b. Short Essay
 - c. Long Essay
 - B. Through Written Assignments
 1. Essays
 2. Research papers
 3. Other types of papers
 - C. Through Group Discussion
 - D. Through Individual Interviews
 1. Verbal tests
 2. Discussions with the teacher
- II. Student learning is evaluated through written assignments. (p. 3).
 - A. Students have almost unanimously requested written assignments rather than other approaches.
 - B. Psychological information suggests that active involvement in learning is the key to understanding and remembering.
 - C. Employers desire employees who have good communication skills.
- III. The summary is a major type of written assignment.
 - A. There are various types of summaries according to the type of source.
 1. An article
 2. A film
 3. A lecture
 - B. A summary:
 1. Covers all of the relevant information.
 - a. Central points.
 - b. Key points.
 - c. Evidence.
 2. Is accurate.
 3. Is in your own words.
 4. Is organized.
- IV. There are 8 steps to writing a summary. (p. 3).
 For this part of the outline, think of a one or two sentence summary of the last 4 steps in writing a summary to practice your summarizing. Here are examples for the first 4 steps.
 - Step 1: Know what you are to summarize.
 - Step 2: Check the required length of the summary.
 - Step 3: Make notes of the key points.
 - Step 4: Organize the ideas.

THINK: Think of how to summarize each of the last 4 steps. (p. 4).

II. ACADEMIC HONESTY AND AVOIDING PLAGIARISM

- A. College professors assume that students are clear about academic honesty, plagiarism, and documenting ideas. Since students have had to write papers in both high school and in college freshman composition, we assumed that students were clear on these topics. However, many previous students have indicated they were not clear and wished additional information. If this information is new to you, study it very carefully. If you are clear on this information, use this section as review.
- B. At this college and other colleges the topic of academic honesty is usually covered in the Student Handbook. If you are not familiar with those pages, please check there.
- C. Let's look at what three sources have to say about plagiarism.
 1. "You may have heard the word 'plagiarism' used in relation to lawsuits in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source...to plagiarize is to give the impression that you have written or thought something that you have, in fact, borrowed from someone else." (Gibaldi & Achtert, 1984, pp. 20-21)
 2. "Plagiarism (from a Latin word for 'kidnapper') is the presentation of someone else's ideas or words as your own. If you copy a sentence from a book and pass it off as your writing, if you summarize or paraphrase someone else's idea without acknowledging your debt, or if you buy a term paper and hand it in as your own, you plagiarize deliberately. If you carelessly forget quotation marks or a footnote to show that words or ideas originated with someone else, you plagiarize accidentally. Whether deliberate or accidental, plagiarism is a serious and often punishable offense." (Fowler, 1983, p. 530).
 3. "Plagiarism is defined as the unacknowledged use of another person's work, in the form of original ideas, strategies, and research, as well as another person's writing, in the form of sentences, phrases, and innovative terminology. Plagiarism is the equivalent of theft; but the stolen goods are intellectual rather than material....The plagiarist...is also guilty of misrepresentation or cheating. The person who bends or breaks the rules concerning authorship, who does not do his own work, will be rightly distrusted by his classmates, by his teacher, and by his future employers, who may equate a history of plagiarism with dishonesty, incompetence, or the desire to avoid work." (Spatt, 1983, p. 438).

D. Here are 8 guidelines to use to avoid plagiarism. Read carefully.

1. Do not submit written work done by someone other than yourself.
2. Do not copy from the written work of another student.
3. Do not submit written work based on another student's work.
4. Do not allow another student to use or copy your written work.
5. Provide a citation (author, date, page number) for all direct quotes and use quotation marks around all the words taken from your source. Give full bibliographic information in the list of references at the end of your paper.
6. Provide a citation for all ideas, facts, theories, views, or opinions found in sources. The citation should include the author, year of publication, and page number. Provide full bibliographic information in the list of references. Put what you are taking into your own sentences and paragraphs. You may use the source's key words. Do not use more than 4 of the source's words in sequence.
7. Do not use ideas from others and merely rearrange the words. Integrate into your own organization the ideas of others using mainly your own words, sentences, and paragraphs. Provide a citation for each source and bibliographic information in the list of references.
8. Some students and professional writers unintentionally do not give proper credit while a few do so intentionally. Determining whether a writer intentionally or unintentionally misused sources is difficult. The problem does not arise if you correctly acknowledge your sources. If in question, provide a citation. Don't worry about too many citations.

E. Sometimes it seems difficult to put something into your own words. Here are some ideas to help you summarize ideas using your own words and avoiding plagiarism.

1. Read the relevant information two or three times. Close the source and say in your own words the essence of the material. Then write in your own words the meaning. Open the source to see if you have the correct meaning and used your own words.
2. Review the original source for relevant information that you might have overlooked. By including this information your answer will be a better answer and give you more possibilities for putting together different ideas.
3. Analyze the source for the key terms. Then think of other ways to say the same thing. Attempt to integrate information from several sentences into one sentence using your own words.

4. Reorganize the sequence of your summary. Don't use the source's organization. Pull together related material and put the information into your own words.
- F. Even when you are summarizing a single source, cite the source.
- G. Any work you submit must be your own work. The thoughts should be yours and the words yours.
1. Learning can be increased by discussion with others. I encourage you to talk over what you are learning with others. You may wish to talk over the actual learning objectives. Such discussions should occur only after you have studied and thought about the source on your own. Discussion should not occur after you have started writing your answer.
 2. The written work must be your own thinking and written in your own words. When you are summarizing the ideas of a source, put the ideas into your own words and give credit. Do not directly quote except for definitions. Do not work with another student on writing your answers. However, someone may read your paper and provide reactions. If he tells you what to do, he is not helping you learn. Do not show your written work to other students.
 3. In review, you are encouraged to talk about what you are learning. Read together, study together, and talk together.

BUT WRITE S E P A R A T E L Y !

- H. If you have any questions about academic honesty or plagiarism, please bring your questions to your group and then to me.

III. IMPROVING THE ORGANIZATION OF WRITTEN ASSIGNMENTS

- A. Start with your completed first draft which should be triple spaced and on just one side of the paper (for ease in editing). Your purpose in writing the first draft is to get your ideas on paper. Whatever method you use to do your first draft, use it. Revising the first draft is what produces well written papers.
- B. Consider your audience. Keep in mind that you are writing the paper both for your instructor and other students. Assume that these other classmates have not yet read the assignment or sources that you have read. Write in an interesting manner with a clear organization so those classmates will understand what you have written. Be complete and accurate to show your instructor that you understand.
- C. Review the assignment requirements to be sure you are writing what is requested. Review your written work to be sure it is complete (fully covers the topic), limited (covers only the topic), and precise (states exactly your meaning).
- D. If you have not divided your paper into paragraphs, do so. Read each paragraph to find the key ideas in that paragraph. Write on a separate sheet these key ideas.
- E. Use the key points to look at your overall organization. Are the key points in the order that makes the most sense? Are there some key points you have left out that need to be added? Are there some key points that are so big that they need to be subdivided?
- F. Make an outline at this point to improve your organization.
 1. Do all of the key points fit under the central idea of your written work?
If not, maybe some of the key points should be left out.
 2. Are more key points needed?
If so, add them.
 3. Are there some broader key points which could pull together several of your ideas?
If so, look through your outline to see if these broader ideas are not your key points. You may have been dealing with examples or evidence.
- G. Write a fully developed outline. An outline should follow this form:
 - I.
 - A.
 - 1.
 - 2.
 - 3.
 - B.
 - 1.
 - 2.
 - C.

II.

A.

B.

- 1.
- 2.

(You need at least two ideas before you start another level. For example, you would not put an A. under I. if you had only one idea. That one idea would be included as a part of I.)

(You do not need to outline the introductory sentence or paragraph or the concluding sentence or paragraph.)

(You can do your outline by ideas or complete sentences.)

- H. Use your fully developed outline to rewrite your assignment.
1. You might make a xerox copy of your written work so that you can cut up the answer to help in rearranging. If you only have to reposition a paragraph, cutting and pasting saves you from recopying.
 2. If you write on only one side of a sheet, you can still cut and then paste back together. Only rewrite those sections which need rewriting.
 - a. Read your written work out loud to yourself. Listen to what you are reading. If it does not make sense, then you probably left out something. Rewrite that section.
 - b. Read your written work to a friend. Rewrite those sections which do not make sense to your friend.
- I. Check your work for these points which are often overlooked.
1. Do you have an introduction of a sentence or a paragraph? For short assignments the second sentence should clearly state what the assignment is about. For longer assignments the introductory paragraph should begin with an attention-grabbing paragraph.
 2. Do you have words that tie your answer together? Use transitions. If you are going to discuss 5 different points, let the reader know that early in your work.
 3. At the end of your assignment write a summary or conclusion.
 4. Check for misspellings, poor grammar, or incorrect usage. Proof your work.
 5. Be sure you have done what the assignment specified.
- J. If you have time, let your second draft sit for a period of time so that when you come back you will have a fresh mind to put even better finishing touches on your answer. Rewriting puts quality into your paper.
- K. Write your final copy.
1. Be neat.
 2. Correct minor errors. If there are several errors, those should be corrected by rewriting the page.
 3. Proofread all written work.
 4. Turn Your Work In On Time.

L. The 10 Step Procedure For Written Assignments (Hints To Be Successful)

- Step 1: Be clear on the assignment.
Check the Assignment Sheets to see what you are to read and what assignments you are to WRITE.
- Step 2: Read very carefully the learning objectives.
Read the learning objectives. What is the topic? What specifically is asked? Study the learning objective. Note specifically the requirements attached to the objectives.
- Step 3: Read the relevant study guide (which contains the lecture notes) to obtain an overview of the topic, if there is a study guide.
- Step 4: Scan the source for about a minute. Notice the length, the title, the authors and the date when the source was published.
- Step 5: Study the source.
Read to answer the learning objectives and learn about the topics.
- Step 6: If you are to write out your answer, identify all of the information relevant to the learning objective. Put that information into your own words on a separate piece of paper. Look away from the book when putting the information into your own words. Then check to be sure you have accurately stated the ideas and used your own words (Do not use more than 4 of the author's words in a row.) Triple space your work.
- Step 7: For essays, organize your answer into an outline which answers the learning objective. Drop out any information which is not directly relevant to the learning objective.
- Step 8: Write out a complete answer in your own words. Review the answer to make sure you have fully answered the learning objective and check your work for misspellings. Be sure you have written complete sentences. Ordinarily, use the past tense.
- Step 9: Revise, polish, then rewrite your answer. This is the copy to be turned in, not the copy at Step 8. Be sure your work is neat, typed if possible. Proofread your work and make minor corrections if necessary. Use paragraphs.
- Step 10: Arrive at class on time. Your work will be collected at the start of class. Actively participate in group discussion and class activities.

After you turn your work in, I will evaluate your work. If your work is accepted, I will write either "GW" (good work) or "OK" (needs improving but is accepted). Redo means there are major problems and must be rewritten for the next class. If you are not clear on what you need to redo, please ask.

A Rewrite means the work needs to be revised but does not count as a redo. Some early assignments are for you to learn new skills and the Rewrite allows further learning with no consequence for your grade.

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- Spatt, B. (1983). Writing from sources. NY: St. Martin's Press.

IV. CITATIONS AND REFERENCES

Skim pp. 13 through 18 so you know what topics are covered here.

A. Citing Sources (footnoting). Providing Citations.

You are familiar with the process of footnoting for English and history papers. In social science sources the footnoting format used is that of the American Psychological Association (APA) and is called citing your sources.

1. Here are the requirements for citing sources by giving credit to the source of your idea.

- a. Your Own Work

Any paper you submit is to be your own work. You may talk with others about what you will write. However, the written work is to be your own.

- b. Careful and Accurate Citations

Any reader of your paper should be able to tell what is your contribution to the paper and what are the contributions of previous writers. Once a paper has been turned in, the instructor assumes that the words, phrases, organization, conclusions, facts, viewpoints, and criticisms are your own, unless indicated otherwise. In addition, your citation information should be absolutely accurate. Any reader should be able to go to your sources and read what the sources said. Cite your own ideas by saying: "This writer thinks...."

- c. Common Knowledge Is Cited

Some sources on writing research papers suggest that "common knowledge" not be footnoted. However, in psychology very little information is not controversial. In addition, students have difficulty knowing whether certain information is accepted by all psychologists. Consequently, cite the author, year and page number for all borrowed information.

- d. Proper Citation Format

If you use from a source a fact, idea, approach, organization, viewpoint, or conclusion, credit the author, the year his work was published and the page number.

- 1) Use only the last name of the author and put into parentheses the year and page number.

Example: Elms (1972, p. 361) reported that . . .

- 2) Do not use titles such as Mr., Mrs., Miss, Ms., Dr., or Professor. Only on rare occasions is biographical information necessary.
 - 3) Introduce the ideas of a source by citing the source. Cite the source and then discuss the ideas rather than discuss the ideas and then cite the source.

Example: "Anderson and Jones (1966, p. 12) studied. . ." rather than " . . . ran faster." (Anderson and Jones, 1966, p. 12).

Example: Larson (1968, p. 12) and Veninga, Veninga, and Stone (1979, p. 13) agree that..."

- 4) Ordinarily, in psychological papers, the title of a book or journal article is not mentioned. For those cases where you believe that giving a title adds to your paper, remember that the important words in the title of books, titles of journals, and the name of the journal article are capitalized. Titles of books and journals are underlined and the name of the journal article is placed within quotation marks.

- 5) Sources Cited by Sources

Sometimes you will want to cite a source that is mentioned in the source you are reading. Cite the source you read as usual and then indicate the source of his ideas.

Example: Havemann (1969, p. 102) reports that behavior therapy was developed by Wolpe. Havemann says that Wolpe (nd) was impressed by evidence showing that behavior followed by a reward occurs again while behavior unrewarded or punished stops. ((The (nd) indicates that Havemann gives no date (nd) for the source of Wolpe's idea.))

- 6) Citing Ideas From The Instructor.

Sometimes you might want to cite information written by your instructor. In that case cite Bell and the year of the publication. If it is Bell's book of readings, use the publication date. If it is a handout, use the current year. If you plan to cite more than one source by Bell with the same year, then include the name of the handout.

Example: Bell (1987, p. 215) says that behavior is learned. The most important idea to note is that what follows immediately after a behavior has major implications for what is learned.

Example: Bell (1988, pp. 68-73) in How People Learn describes four ways to decrease the strength of behavior. ((from a handout)).

- 7) Citing Films

Cite the name of the film and in parentheses put the year or nd if no date is given. (This is a modified APA Form)

- e. If you use the exact words of a source (more than four words in a row) credit the author, year, page number, and put quotation marks about the words used.

- 1) No more than 10% of any paper may be directly quoted. Do not mistake direct quoting for footnoting. Footnote everything you borrow (cite) and directly quote when using the exact words of the source. But keep quoted material to a minimum (less than 10%).

- 2) Quotes of less than three lines are incorporated into the text.
- 3) Quotes longer than three lines are indented five spaces, single spaced, and the quotation marks are dropped.
- 4) Always lead into a direct quote. Don't just drop the quote in anywhere.

Example: Elms (1982, p. 361) reviewed the evidence on TV watching and said: "Aggressiveness is..."

2. I recommend that you not attempt to paraphrase.
3. If you run into unusual citations, see the Publication Manual of the American Psychological Association (1983) on pp. 107-111 or ask me.

B. References (Bibliography)

1. Put the heading References at the top of the page in the center.
 - a. Skip down two lines and begin the first reference.
 - b. Include in your reference listing all and only sources cited in your paper. Only references read by you and cited in your paper are to be included.
 - c. Do not number your sources but put your sources in alphabetical order.
 - d. Double space each entry. If a reference is more than one line long, indent the second and third lines, three or five spaces.
 - e. Double space between entries.
 - f. Be sure you have accurately copied down the reference information.
 - g. Do not put anything else on the References page.
 - h. See p. 41 for an example page.
2. To allow your readers to locate the sources you used, give complete and accurate bibliographic information in your reference lists.
 - a. General rules for listing sources in References.
 - 1) List sources in alphabetical order.
 - 2) Do not use numbers for each source.
 - 3) Proceed letter by letter.
 - 4) Nothing comes before something.
 - 5) M', Mc, and Mac - use the actual letters.
 - 6) If an author is the only author for one source but works with others on a second source, the alone author is placed first.
 - 7) If an author has several publications, put the earliest first.
 - 8) Use an & to join two authors.

b. Books

- 1) General format: Author's last name, comma, first initial, period, year in parentheses, period, title underlined, only the first word capitalized, if a colon occurs, capitalize the first word after the colon, period at the end of the title, place of publication followed by colon, and then the publisher, period. Note: Double space references.

- 2) Examples: (Examples are not double spaced here.)
Jackson, D. (1988). Psychological problems. New York: Find Press.

Miller, D., & Sour, B. (Eds.). (1951). Problems in psychology: A continuing problem (2nd ed.). Boston: Health.

Norm, P., & Bite, P. (1985). Intelligence in pre-school children. In L. Law (Ed.), Intelligence in the eighties (pp. 221-223). New York: Harper and Row. ((section of edited book))

University of Minnesota graduates. (1987). Minneapolis, Minnesota: Bureau of Research. ((no author))

c. Journals

- 1) General format: Author's last name, comma, first initial, period, date in parentheses, period, title, with only first word capitalized, period, name of journal with each word starting with a capital, underline journal name, comma, volume underlined, comma, number, comma, pages, comma, do not use pp. except for magazine and newspapers.

Examples:

Ek, R. & Bet, S. (1984). Planaria splits. American Psychologist, 42, 41-44.

Free, S. (1983, October). Thinking better. Psychology Today, p. 8. (magazine)

Teaching in the community college. (1983, May) APA Monitor, p. 16 (no author, magazine)

- d. Psychology File: author, year if given, title, Psychology File Subject and number.

Example:

Steele, B. & Pollack, C. (1968). A psychiatric study of parents who abuse infants and children, pp. 171-359. "Battered Child," VF2.

- e. Secondary sources: If the original source is unavailable, give information for both the original and secondary source (original author, date of publication, secondary author, date and page numbers). Put the words "Cited by" prior to the secondary author's name.

Examples:

Martin, R. R. (1901). Perceptions. Journal of Early Psychology, 1, 10-12. Cited by J. Pull (1950). History of psychology (p. 41). Chicago: Chicago Historical Press.

Mann, L. (1970). The social psychology of waiting lines, American Scientist, 58, 390-98. Reprinted in Robert Silverman. (1982). Psychology (pp. 409-420). New York: McGraw-Hill.

- f. Film: Title (film), date released, date shown in class, the college, the location of the college.

Example Citation:

In the film Reinforcement Therapy (1966) Billy learned to speak by . . .

Example for this citation in References

Reinforcement Therapy (Film). (1966). Shown in class at Towson State University, Spring 1988. Towson, Md.

- g. For Articles In the Textbook Ideas and Issues in Psychology.

Cite as an original magazine article but cite the page number from Ideas and Issues In Psychology.

Example Citation:

Goldiamond (1973, p. 20) had trouble sleeping while in the hospital.

Example for this citation in References

Goldiamond, I. (1973). A diary of self-modification, Psychology Today, pp. 20-22.

h. Information from A Study Guide In The Textbook

Example Citation:

Bell (1987, p. 15) indicates that self-control has been given a variety of names, such as self-modification and self-management.

Example for this citation in References.

Bell, J. (1987). Ideas and issues in psychology.
Lexington, MA: Ginn Press, p. 15.

i. Information From A Course Handout

Example Citation:

Bell (1988, p. 5) describes positive reinforcement...

Only use the title if you cite more than 1 handout in your paper.

Example for this citation in References.

Bell, J. (1988). How People Learn. (Course Handout for
Fall 1988 at Howard Community College, Columbia, MD.)

Note: The examples here are single-spaced. On a Reference page these sources would be double spaced. See p. 41.

Note: For fuller information on written work in psychology see Publication Manual of the American Psychological Association (1983).
Washington, D.C.: American Psychological Association.

V. REQUIREMENTS FOR WRITTEN WORK

- A. Written work is to meet all of the specifications given with the assignment and found here. Read carefully!! Be sure to read what those requirements are. Generally, look over the requirements a week before the work is due so you can ask any questions before doing the assignment.
- B. Written work is due at the start of class. Do not work on homework during class.
- C. Clearly label all of your written work.
 1. The paper should have a title page which includes the following: descriptive title, your name, and the college's name.
 2. Answer the learning objectives.
 3. Do a References page.
- D. Neat work is expected. Crossouts or misspellings should be rare.
 1. Use ink or type. Do not use pencil. (Work in pencil will have to be rewritten.)
 2. If the paper is longer than one sheet, paperclip the sheets in the upper left hand corner.
 3. When typing, use a 8 1/2" by 11" white paper.
 - a. Use a one inch margin on all sides except two inches for the left side.
 - b. Number all pages consecutively starting with the title page and do not include any blank pages.
 - c. Minor corrections can be made in ink.
 4. Do not use ragged-edged paper torn out of a spiral notebook.
- E. Your answer should clearly demonstrate that you have learned and answered the learning objective. If your answer is too brief or I can't read your answer, it will need to be rewritten.
- F. When describing ideas, do not copy your answer directly from the source and do not use direct quotes or merely rearrange a few words. Use your own phrases and your own organization.
 1. Do not use more than four of the author's words in a row.
 2. Do not directly quote more than 10% of the author's words.
- G. Written work must show at least "B" quality learning (well written & not a first draft; no more than four errors - - in mechanics, usage, grammar, spelling - - per 100 words; complete sentences; paragraphs; organized; proofread and neat; footnoted when appropriate; and clearly show that you have learned).
 1. For longer assignments use sections.
 2. Do not write on the back of a paper.
- H. Check the grade sheet to see that your records are consistent with mine. If you think an error has been made, let me know (within 2 weeks of the error). Keep all returned work together until the end of the course. Periodically, I may want to look over your work; therefore, keep your work organized and handy.

VI. MASTERY LEARNING

A. Mastery Learning Defined

What is mastery learning? Mastery learning means that you receive credit for completing a course when you demonstrate you have mastered the content and skills of that course. For example, if you were asked to describe the three ways to reduce aggression and you turned in the wrong answer, you would be given back your assignment to redo so as to turn in the correct answer. You are to review the learning objectives and the learning material so that you can write an answer which shows you learned. To complete this course you are to demonstrate that you learned for all of the assignments on the Assignment Sheet.

B. Why Is Mastery Learning Used?

Mastery learning is used in this course for several reasons. The foundation for mastery learning is based on extensive research on psychological principles of learning. Research studies have shown that, on the average, students in mastery learning courses score about 8% higher on final examinations (about 1 letter grade higher) than do students taught by other approaches. Research has been done with students of all ages and in all parts of the country. As a teacher, this approach involves more of my time than would be spent with traditional teaching methods. However, the increased student learning is worth the extra effort. I personally believe that mastery learning is the most effective way to teach. Previous students have overwhelmingly chosen mastery learning for this course. Former students report that they learned a lot from this course and wish more courses were taught like this one.

C. How Does Mastery Learning Work In This Course?

1. Assignments are specified in writing ahead of time. Study guides have been prepared to contain my lecture comments and learning hints.
2. Learning objectives indicate what you are to do to show that you have learned. You are allowed to work at your own rate out of class, keep your book open, and thoroughly understand material before doing the learning objectives.
3. Since homework is done outside of class with an open book, I expect high quality answers that are well written. I don't expect a first draft or crossouts.
4. If your answers do not indicate that you understand at least 80% of the assignment, you are required to redo the assignment. I will write Redo at the top of your homework. The redo is designed to help you learn so that you know the material and will not repeat the same mistake twice.
5. Upon receiving a redo, look upon it as an opportunity to relearn, since you are being given a second chance. In a traditional grading system the paper would receive a very low grade with no chanced to relearn.

VII. REDOS

- A. Each week I grade over 200 written assignments. I try to get them back the next class so students can get immediate feedback for better learning. Since all written work is open book and done outside of class, quality work is expected.
- B. Redos Are Earned For These Reasons:
 1. I can't read your answer, it is not neat, or there are crossouts.
 2. Your answer is incorrect, incomplete, not organized, poorly written.
 3. Pencil was used.
 4. Homework of two or more pages was not paperclipped.
 5. You didn't use your own words or your work was too close to your source.
- C. What To Do Upon Receiving A Redo
 1. Study any comments on your homework.
 2. Study carefully the requirements for the assignment.
 3. Restudy the source and the study guide, if one was provided.
 4. If you have checked and are not clear on what is to be redone, see me.
 5. Redo the assignment before the next class.
 6. Turn in the original assignment paperclipped to the redone work at the start of class.
Do not come to class indicating you still need to recopy your answer. Work not in at the start of class is late and earns 1 late each class late.
 7. Do not work with classmates on redos. You may get help from persons not taking this class or you may get help from me.
 8. Do not request to see the completed work of other classmates until your work has been returned with either an OK or GW.
 9. Do not allow classmates to see your OK or GW unless they also have a OK or GW.
- D. You are allowed 4 redos during the semester with no effect on your grade. A rewrite does not count as a redo.

VIII. LATE ASSIGNMENTS

I do not expect any late work. This course is designed so that you know in advance when assignments are due and can plan your time to make certain they are completed. However, a few unusual events may result in your turning in assignments late. The grading system allows you the option of have 4 lates without penalty. Save your allowed lates for major emergencies. If an overwhelmingly set of events will result in several lates, see me as soon as possible. Assignments during the last 2 weeks of the course must be turned in on time.

Late assignments produce less learning. They can keep you from learning what may be needed for class or for future assignments. In addition, late homework greatly increases the time to grade homework.

Requirements on Due Dates

- A. Due dates for all assignments are listed on the Assignment Sheets.
- B. If you don't turn in an assignment, it is late and due at the next class.
- C. If you miss class, all previous assignments are due the day you return.
- D. Redo assignments are due the first class after you get a redo.
- E. Written work for making up a missed class is due one week after returning.

ALL WORK MUST BE COMPLETED FOR AN "A" OR "B" GRADE.

Consequences of Not Turning Work in on Time

- A. Each late assignment not turned in on time earns one late. If two assignments are due, 2 lates may be earned.
- B. If an assignment is late a second class, a double late is earned.
- C. If an assignment is late beyond two classes, an additional late is earned for each class it is late.
- D. Every class a redo or makeup for a missed class is not turned in, it earns one late for each class.
- E. Major projects earn 2 lates every class late. All assignments due during the final two weeks are also considered major.

Required Conferences

You are required to meet with me during an office hour to talk about your work:

- if you earn a second late.
- if you earn a fourth late.

Failure to attend a scheduled conference will count as a late for every 2 class days, unless you call and make another appointment.

Lates and Grades

- A fifth late drops your grade one level (usually a B to a C).
- An eighth late drops your grade two levels (usually a B to F).

IX. CLASS ATTENDANCE AND ACTIVE PARTICIPATION

A. Importance of Class Attendance and Participation

Successful completion of this course involves learning from the homework and from class activities. Class activities on films and group discussions can not be easily made up. Consequently, regular attendance is essential to learn enough to pass this course. Previous students have urged that I stress at the beginning of this course the importance of class attendance and active class participation.

A few times during the course personal circumstances may make it necessary for you to miss class. You are responsible for knowing and learning what took place during the class you missed. You do not have to get my approval to miss. I appreciate knowing why you missed class. You are required to call me if you miss twice in a row.

This course is designed on the assumption that students will be present and actively involved in class activities. Active involvements means being prepared, sharing you ideas, and supporting others in sharing their ideas. You are allowed 4 misses with no effect on your final course grade. Unusual circumstances will be handled on an individual basis. Call me or come to my office. I need to know about such situations in advance or as soon as possible.

B. Attendance and Grades

1. A fifth miss (Missing almost 20% of the class time) results in your grade dropping one grade level for the course.
2. A fifth miss results in your grade dropping two grade levels for the course if you also have more than 4 lates.
3. Unsatisfactory participation in group discussion results in a grade drop of one grade level. You will be given a written warning if your discussion is found to be unsatisfactory: 1. not prepared for discussion, 2. no participation, 3. little participation, 4. disruptive activities during group discussion.

C. Requirements Concerning Class Attendance

1. Class attendance and active participation in class are expected.
2. If you know you will be missing class, you can turn in the homework and written answers to the discussion questions for the class you will miss the class before and not be counted as missing class (limit of 2 per course).
3. If you miss 2 classes in a row, call me as soon as possible during an office hour.
4. You are allowed 4 misses with no effects on your grade. Class periods specified as ATTENDANCE REQUIRED must be attended.

5. If you miss one class, then:
 - a. Turn in all WRITE assignments at the start of class. Any previous homework you have not turned in is due along with the current homework.
 - b. Find out what was done during your absence. Former students suggest that you get this information from two other students.
6. If you miss more than one class, then:
 - a. Get handouts or notes for the missed classes and find out what was done in your absence.
 - b. Turn in all WRITE assignments at the beginning of class on your first day back in class.
 - c. Write out answers to the questions discussed in class within one week after you return to class. While class time cannot be made up directly, these assignments help to make up for the fact that you missed important class learning.
It is your responsibility to see me to learn what your makeup is.
7. If you miss two classes, meet with me during an office hour so we can work together to help you successfully complete the course.

D. NOTE

If you feel you can not make class regularly or you do not plan to actively participate in group discussions, then select the Independent Study Option.

E. COMING TO CLASS LATE

Repeatedly coming to class after the start of class may lower your course grade. You will be given a written warning first.

X. REVIEW AND SUMMARY OF THE GRADING SYSTEM FOR PSYCHOLOGY

A. To earn a grade of "B"

1. Complete All of the Assignments on Time.
2. Turn In Quality Written Work.
3. Attend Class Consistently.
4. Be On Time for Class and Remain The Full Time.
5. Participate Actively In Class and Group Discussions.

B. How are grades affected by lates, redos, missed classes, little or no participation, or coming to class late?

1. Final grade is "B" See A above	4 or fewer lates 4 or fewer redos 4 or fewer missed classes
2. Final grade is <u>dropped one grade</u> :	5, 6, or 7 lates 5 or more redos 5 or more missed classes coming late to class several times poor participation in class written work is plagiarized or misrepresented
3. Final grade is <u>dropped two grades</u> :	8 or more lates 8 or more redos 5 misses and 5 or more lates

C. Making Up A Grade Drop of One Level

Once your grade has dropped one level you may bring it up by reading two paperback books assigned by me and then writing a 5 page paper on each. If you wish to bring your grade back up, see me in my office within one week of having your grade dropped one level. We will work together to set deadlines for the two papers.

1. This option cannot be exercised after the 12th week.
2. This option ~~must~~ be started within one week of the grade drop.
3. You cannot bring up a grade which has dropped two levels. A grade drop of two levels would move a B grade to F since HCC has no D grade.

D. "A" Projects. If you plan to do an A project, let me know by the end of the 3rd week. Select a topic by the fifth week. About 1/3 of the project is due by the end of the 8th week. The final project is due by the end of the 13th week.

XI. TO EARN AN "A" GRADE (The Research Paper) The 18 Steps.

1. Identify an important and researchable problem (topic).
 - a. As you go through the course, write down topics you would like to know more about.
 - b. Brainstorm possible topics for study.
 - c. Use your library searching skills to find interesting topics.
 - d. Select two or three topics for preliminary searching.
 - 1) Go to the IRC and determine if there is probably sufficient information for a research paper.
 - 2) Pick the topic of most interest to you which has sufficient resources.
2. Obtain my approval of the topic by the fifth week. Let me know what you hope to learn. Be clear if you are doing a theory paper or are looking for research (psychological facts).
3. Use your library searching skills to find:
 - a. 90% of the sources in HCC's IRC on the topic, excluding magazines.
 - b. Also locate current information.
 - c. Make bibliographic cards for each possible source.
4. Select those sources which will be most valuable for the paper (between 12 and 24 sources).
 - a. Scan each source first.
 - b. Select those that look the most useful (probably around 18).
 - c. Put your sources into a priority list.
5. Obtain my approval of your sources by the sixth week.
6. Skim your sources starting with the most important ones. Note on the bibliographic cards the first ones you plan to use for making notes. Start with the most useful sources first.
7. Develop your tentative central idea and a tentative outline.
8. Start taking notes in your own words, clearly identifying the source. Write on only one side.
 - a. Read all of the sources on a subtopic.
 - b. Start with your best source on the subtopic and make notes. Put the ideas into your own words.
 - c. Move to your second best source, take additional notes, record where the second source agrees or disagrees with source one.
 - d. Continue on through all of your sources on the subtopic.
 - e. Do the same for the rest of the subtopics.
9. Revise your outline.
 - a. Note key terms that need defining.
 - b. Note key issues.
 - c. Select important evidence.
 - d. Critically evaluate as you go along. Be sure to separate your critical evaluative comments from those of your sources.

10. Pull together related information. Think about organizing sections.
11. Write a first draft. (triple space, write on only 1 side).
 - a. Is there an attention-grabbing introduction? (I write this after completing the first draft.)
 - b. Is the purpose of the paper clearly stated?
 - c. Are the key terms clearly stated?
 - d. Are the issues clearly stated?
 - e. How can your paper be better organized?
 - f. Are careful conclusions drawn?
 - g. Is there a summary?
 - h. Are your views clearly separated from the views of your sources?
13. Polish your paper with rewriting.
 - a. Cut and paste and rewrite. Ask me if you don't know how to cut and paste.
 - b. Good writing is really rewriting.
14. Write the final copy.
15. Write an abstract (a brief summary of the paper).
16. Turn in your final copy, typewritten if possible (or clearly legible).
 - a. Title page - title, your name, course instructor's name, date.
 - b. Preface - put on second page.
 - c. Abstract - brief summary of your paper, less than 1/2 typed page, put on third page.
 - d. Outline - word or sentence, put on fourth page.
 - e. Body of the paper (8 to 15 pages)
 - 1) Attention-grabbing introduction.
 - 2) Synthesis of sources.
 - 3) Definition of key terms.
 - 4) Statement of purpose.
 - 5) Clear statement of topics and issues to be covered.
 - 6) Evaluation of relevant evidence - (use critical evaluation skills).
 - 7) Properly footnoted - use psychological citations.
 - 8) Conclusions based on evidence and clear thinking.
 - 9) Proofread.
 - 10) Well-Written.
 - f. References
References Read
References Unavailable
17. Plan your time so that the paper is done ahead of time.
18. Turn the paper in when it is due. "A" projects cannot be accepted late except in extremely unusual circumstances which must be cleared with me before the due date. See p. 25 for deadlines.

XII. POSSIBLE WRITTEN WORK (Optional. You do not need to read this until later).

After you have read part of a book, read an article, seen a film, watched a videotape, heard an audio tape, or listened to a lecture, you will retain more of what you learned if you reflect on what you learned or actively use what you read, saw, or heard. Besides your formal assignments, interesting psychological material is often encountered while reading a newspaper or watching TV. React to what you have perceived.

There are different ways to reflect on what you learn, to actively deal with what you perceived, and to communicate your thinking to me. Here are the six general types of written assignments I suggest for once over contact or even a second reading of a source.

If you wish to go more deeply into a topic, write one of these types of papers: critical evaluation, an application of psychological knowledge paper, and observation and analysis paper, a book review, a critique, the research paper, or comparisons of sources. For each type of written work, be sure and put full bibliographic information for each source mentioned.

Use a title page and references page for every assignment.

A. READING LOG

Just list the articles you studied. Provide full bibliographic information. Your goal is to read widely and you do not wish to do any written work on these articles.

B. TWO THINGS LEARNED

List any two important things you learned from your study of an article or film (at least 50 words for each important thing learned). Think before writing.

C. TWO QUESTIONS

List two questions you would like to have answered by the author of what you studied. Make the questions thoughtful.

D. ANNOTATIONS

Write an annotation (an annotation is a two or three sentence summary describing in your own words what the sources is about. Describe the central idea the author is trying to get across).

E. SUMMARY

Write a summary. A summary is a condensation of what the author has to say. When writing a summary, put it into your own words what the author is saying. Analyze the reading for the central idea, the key points, and the relevant evidence. Then shorten what the author is saying in an objective manner. Do not include your personal views or reaction. A summary is a restating, but shorter.

F. REACTIONS

Write your reactions. Reactions can mean any of a number of things. What I am interested in is that you have thought about what you read. Since each person comes to a reading with different expectations and experiences, there are no right or wrong answers. I am interested in reading what you thought about what you read or viewed. Use these questions to guide you in formulating your reactions. What did I learn? Did I learn something about myself? Did I learn something about others? Did I think about past experiences while reading the material? Have I read similar material on this topic? Was the writer biased in the presentation? Was the material well written, organized and interesting? Were the ideas supported by evidence? Were key terms defined? Did I detect any weaknesses in the presentation of the evidence? Was the author thinking logical? Did the author leave out material I feel should have been included?

G. CRITICAL EVALUATION

There are too many fascinating topics in psychology to assign all of them in one course. Of the ones assigned some may be of more interest to you than others. Or there may be topics not assigned that are of particular interest to you.

This assignment is designed to have you apply what you have learned on critical evaluation to areas you choose to read.

Requirements

1. Each critical evaluation should be at least one typed page if the reading is longer than five pages. One-half page will do for shorter reading.
2. Critically evaluate what you read. Use the booklet "A Guide to the Reading and Critical Evaluation of Secondary Sources in Psychology" to help you critically evaluate.

H. DIARY

Often we are so busy that we do not allow time to reflect on either the larger questions and issues of life or the smaller happenings which give flavor to life. We react and respond but do not reflect. The diary allows you to put into writing some of your thoughts about your reactions, thoughts, or reflections.

What have you been thinking about? What ideas in class, from your readings, or from others have interested you? What happened in your meeting with those around you? What things are important to you? What do you value? Why so much hate, war, harm and so little love, peace, and help?

To be most effective you need to write something at least every other day. Make the diary your own. Put into it those things you wish. Do not write it for the instructor. It is yours. You may deal with personal issues or intellectual issues. You decide. Before you hand your diary in, go back and look for relations between events. React to your previous reflections. Attempt to tie together your diary.

If you feel like it, attempt to use psychological concepts in thinking about and understanding your world. Analyze your own behavior. How do you react to strangers? to authority? to criticism? to disappointments?

I will be the only person to read your diary and will return it to you. This assignment is useful with observation and self-modification projects.

Requirements

1. Write something at least every other day and date your entries.
2. Do not spend more than one and one-half hours a week on your diary.
3. Turn in your diary after the first week and then every 2 weeks.
4. Attempt to tie together your reflections before turning in your diary.
5. For class credit keep the diary at least four weeks.
6. You may type or write.

I. APPLICATION OF PSYCHOLOGICAL KNOWLEDGE PAPER

Too often what is learned in the classroom is not used in real life. Psychological concepts and theories encountered in class reading are often not applied to one's own life. Each week you read, watch, and hear about psychological problems of individuals or psychological issues involving groups in our society. Newspapers, magazines, TV, radio, conversations, class discussions, or lectures provide opportunities for you to use your psychological knowledge.

This assignment is designed to emphasize that you can and should use your psychological knowledge in every day life, particularly in your reading. At first this assignment may seem difficult, but with practice it becomes easier. Learning to apply academic knowledge to your own life is extremely useful learning.

Requirements

1. Keep a list of psychological concepts, principles, and theories. Apply that psychological knowledge to something you have read or experienced.
2. Describe what you read and where, the concepts, and the application. Be sure to include sufficient details so I can understand what happened, the results, and how the concept applies.

Here are 2 examples:

Example 1

- a. Making assumptions and jumping to conclusions were demonstrated in the film "The Eye of the Beholder." For example, the cabbie assumed the bulge under Michael's coat was a gun; Kopplemeyer assumed Michael was a lunnie because of Michael's strange conversation; and the cleaning lady jumped to the conclusion that Michael was a murderer.
- b. Soon after seeing the film I found matches in my daughter's pocket. Rather than jumping to my normal conclusion - - that she had been smoking, I withheld judgment and investigated. I found out that my daughter had used the matches for burning incense which she had recently purchased.

Example 2 (Sometimes that event is better described with the things you learned mixed in with the event.)

I have been attempting to be a better group participant in class since I read the "5-Step Procedure" on group discussion. (1) Just before class I review my written answers and scan other reading assignments. (2) In class I try to go over the learning objectives to be covered in the discussion so everyone is clear about our goal. (3) We then each answer the learning objectives and pool our views to come up with a very good answer. (4) Usually we go around the circle to allow each person time to give a brief summary of how he/she viewed our topic. Then we summarize as a group. While we are summarizing, if anyone has questions about the meaning of new terms or the summary, we try to explain. (5) We relate personal experiences to the topic discussed and try to use the concepts to better understand our own experiences and get ideas for the Unit Reviews.

Group Discussion Manual - source

J. OBSERVATION AND ANALYSIS PAPER

Interesting events are taking place around us all of the time. Many of these can be better understood by analyzing them and using psychological knowledge.

This assignment is designed to allow you to think about an issue at some length and apply a variety of psychological insights to better understand the event. The events may be from your own experiences (e.g., participation in a small group, a misunderstanding); readings (e.g., War of the Worlds broadcast, an article on brainwashing, a part of a book on prejudice); or from the mass media (e.g., civil disorders, war, debates, demonstrations). Break the event into smaller parts and use your psychological knowledge to explain the event.

Requirements

1. Write a three to five page paper (typed or its equivalent).
2. Choose some event and describe it in specific detail. If you read about the event, document your sources.
3. Apply at least four bits of psychological knowledge to explaining the event. (Bit of psychological knowledge-concept, fact, principle, theory, hypothesis) Document the bits of knowledge you use.

K. COMPARISON OF SOURCES

Pick a subject and then read three sources on that subject. Compare and contrast the sources. So far students have compared three textbooks, three reviews of a book, three films, and three different types of sources (textbook, handout, psychological encyclopedia).

Requirements

1. In your Preface state your subject and what you did.
2. List the three sources, the percent of the book on your subject, the major topics discussed on your subject, theories mentioned, and the kinds of information discussed (experiments, other research, opinion).
3. List the controversies, issues, and conclusions by sources. Compare and contrast the sources.
4. Discuss the results of your critical evaluation for the sources.

L. BOOK REVIEW

If you read a book, you may do a book review or for more credit do a critique.

Requirements

1. What is the scope of the book? Write two paragraphs on the areas or topics covered in the book.
2. What is the author trying to show? What is his viewpoint? Summarize his central idea and key points. Describe the most important evidence (at least 200 words).
3. Why did you choose the book? How does it related to you? What did you learn from the book? Do you have any critical evaluative comments to make? Explain your reactions. (at least 300 words).

M. CRITIQUE

A critique is an assignment which demands a lot of thought. A critique involves describing the scope of the book, summarizing the author's viewpoint, critically evaluating two assumptions made by the author, and describing what was learned from the book and from the critique assignment.

What is the scope of the book? Each author writes about certain topics and concerns. What is the breadth of this book? In two brief paragraphs describe the scope of the book?

What is the author's viewpoint? Each author is trying to convince the reader of something. What is your author trying to convince you of?

What assumptions does the author make that you think should be questioned? Find two assumptions which you feel are important assumptions and then look for evidence relevant to each assumption. What is an assumption? An assumption is a statement accepted as if true based on little or no evidence. Once you have found several assumptions, check with me for guidance on the two or three which could be evaluated through library research. Find at least one bit of evidence supporting and one bit of evidence against the assumption. Locate and integrate into a smooth section at least four sources for each assumptions. Look first for psychological facts and psychological principles. If you are not successful, be sure and explain in your preface where you looked. If you do not find psychological facts, look for psychological theories. If none seem relevant, look for statements by psychologists in the form of expert testimony or supposed psychological facts. Be sure to state how the research or comments relate to your assumptions. If you find only expert testimony and supposed psychological facts, explain how relevant data might be found to evaluate the assumption.

What did you learn from this book? Before writing your answer, give some thought to what you learned.

What did you learn from this assignment? After some reflection write what you learned from the assignment.

In writing your paper, be sure it is organized, and is written so that an English professor would label the paper as either a good or very good paper.

Requirements

1. Select a book to read and critique. I recommend the following: Walden Two, Brave New World, 1984. If you wish to critique another book, check with me.
2. What is the scope of the book? Write two paragraphs on the areas or topics discussed in the book, primarily from a psychological perspective.

3. What is the author trying to show? What is her viewpoint?
4. In general, how successful is the author? What kinds of evidence are presented? Critically evaluate two important assumptions or arguments. Attempt to back up both sides of the argument with evidence, psychological theory, or at the least statements by psychologists. Find at least four sources for each assumption (footnote these sources) (use psychological citations) and place full bibliographic information on the references page).
5. How do you relate to the ideas in the book? What did you learn from the book? What did you learn from this assignment?
6. The paper should be at least six pages in length (typed), followed by a list of references.

N. NATURALISTIC OBSERVATION

You observe events happening around you all of the time. The method of naturalistic observation is a systematic method for observing and recording what you observe. These observations can be made alone or with a group. Fill out the Naturalistic Observation booklet and turn it in if you will be observing or volunteering to work with people.

Requirements

1. Get a copy of the booklet Naturalistic Observations from me.
2. Work through the booklet Naturalistic Observations and write your answers in the booklet.
3. Follow the instructions on pages 22-23 of that booklet.
4. Turn in the booklet to me filled out.
5. Decide what you would like to observe and tell me.

O. AUTOBIOGRAPHY

The autobiography is about your own development. Since you know yourself better than anyone else, this assignment can be very important in helping you to better understand development and yourself. A great deal of effort and thought is expected in this paper. Roughly, your paper should correspond to the following outline, although a certain amount of individual variation and creativity is expected. Integrate into your paper relevant psychological knowledge from your reading. Be sure to footnote (cite) your sources.

1. What genetic factors have contributed to your development? How have they affected you? Where did they come from?

2. What prenatal factors influenced you (talk with your parents about this)? What type of delivery did you have? Were there any complications? What was the social climate into which you were born? How did siblings react to your birth?
3. What methods did your parents use in infant care? What social factors should be pointed out? How were your needs met? How has this influenced you in your later development? What type of schedule were you on? Who took care of you? How does your development compare to the norms?
4. What did you learn in infancy? Why did you respond in certain fashions? What familial circumstances affected you? What were your growth patterns like (study your baby book or any other records you might be able to obtain)? What type of discipline was used? How did you react?
5. In your pre-school years, what important social-psychological events took place? How did you learn during this period? How did you compare to normative patterns of development? How did you learn moral values, religious values? What goals were you learning from your parents? Peers? Why these particular goals? What peer relations did you have? How did you handle frustration, anxieties, fears, discipline?
6. Describe the effects that the school situation had on you. What significant experiences did you have? What formal educational methods were you exposed to? How did you compare to the rest of the class? Be very specific in describing these school experiences. What pleasant memories do you have? What unpleasant memories do you have? What unpleasant events happened in school? What religious experiences affected your development? What types of things got you into the most trouble? What were your relations outside the family? What contact and influences came from grandparents, uncles, aunts, and cousins? What did you usually do after school was out? What were summers like? What were your reactions to older siblings? Younger siblings?
7. When did puberty start in your development? How did you feel about it? What physical changes did this cause? What effect did this have on your behavior. What sexual interests developed? What new learning experiences were you encountering and why did you react the way you did to these pressures? What peer group contacts and pressures were you encountering and why did you react the way you did? What relationship did you have with your parents? What were the main types of problems? Why? If this differs from your present relationship, why has it changed? What compensatory reactions developed to

various pressures? Why did you choose this reaction or reactions? What conflicts were you encountering and how did you handle them? What were your dating relationships like? Did you have any difficulty with an identity problem? Explain. What would you label as the most significant experiences in your life through high school?

8. What motivated you to come to college? To this college? What were your first reactions? Why? What has been your reactions to class work? To extracurricular activities? Have you changed since coming to college? How and why? How have you responded to family pressures? Peer pressures? What have been the most significant events during college for you? Why? What do you think about?

What type of person do you wish to become? What kind of future do you see for yourself? How many friends do you have? What are they like? What do you like to do? Dislike to do?

9. Describe significant experiences after age 18. You pick the experiences.
10. Tie in material from at least 5 psychological sources (library sources).

Requirements

1. Bring to me every week your work on this paper.
2. Write at least twelve pages.
3. Use at least five psychological sources.
4. Use the above outline but modify it to best present your views.

P. SELF-AWARENESS OPTION

If you wish to focus on learning more about yourself, try this option. First a caution: previous students have been either very positive or very negative about this option. Usually younger students have been more positive. Purchase the book Human Psychology by Howard in the HOC bookstore. (I will give you the first 50 pages) which asks you to answer questions about yourself. Because of the personal nature of the questions, you are not to turn in the book. For every 50 pages you complete, write about 250 words of reactions on what you learned about yourself. Or write five essays about yourself of 250 words each. Be thoughtful and specific. In addition, select and read any psychological paperback which helps you learn more about yourself and write 400 words on how the book helped you better understand yourself. Here are some suggestions: *Man the Manipulator, *The Art of Loving, Self-Directed Behavior, *The Third Force. (* indicates I have a study guide for you)

Requirements

1. Purchase the book Human Psychology by Howard in the bookstore. Get the first 30 pages from me.
 2. Think and fill out the first 50 pages.
 3. Write a 250 word essay on what you learned about yourself from filling out the first 50 pages and turn that work in. I will return it the next class.
 4. Fill out the rest of the book. Every 50 pages write an essay of more than 250 words explaining what you learned. Turn in your work as you do it. Tell me the book's name.
 5. Pick a book to read to help you better understand yourself.
 6. Write a 400 word essay on what you learned.
- Q. If you wish to do a different type of assignment, make a proposal to me.

EXAMPLE OF A PROPERLY DOCUMENTED ESSAY WITH TITLE PAGE AND REFERENCES
(about 800 words, 6 sources, minimum of ten citations).

1

Three Major Treatments For Depression:

ECT, Drug Therapy and Psychotherapy

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Have you ever had the "blues"? Have you ever felt a lack of energy, a lack of appetite, or a loss of meaning in life? If so, you have experienced depression. Elkind and Hamsher (1972, p. 8) report that all of us experience mild depression which is not usually very troublesome. But depression can become much more severe. Around 8 million Americans yearly go to a doctor for relief from their depression and a quarter million end up in the hospital because of the severity of their depression. As seen in the film Depression (shown in class), depression can lead to a suicide attempt. Blum (1972, p 119) says that depression is the most common psychiatric problem associated with suicide. He also points out that about 25,000 yearly kill themselves which makes depression a serious problem. The purpose of this essay is to describe the effectiveness of the 3 major methods used to treat depression (ECT, drug therapy, and psychotherapy).

What can be done to get rid of depression? Elkind and Hamsher (1972, pp. 10-11) indicate that mild depression can go away without specific treatment. For more severe depression they indicate three types of treatment: (1) electro-convulsive shock therapy (ECT), (2) drug therapy, and (3) psychotherapy. ECT involves passing an electrical charge through the brain to produce a convulsion. The authors say the treatment is a little unpleasant but the patient is put to sleep before the shock is given. Some persons do become forgetful, confused, and groggy after ECT but these results are shortlived. They report that 80% of those receiving ECT recover after less than 9 shocks. They do not state what happens to the other 20%. Kleimuntz (1974, p. 239) agrees that the method which has the highest success for treating severe depression is ECT followed by drug therapy. He reports that Zun's (1978) research found that about 90% of depressed patients recovered with less than 9 shocks and that improvement occurred often within less than a month. On the other hand, Martin (1977, p. 427) points out that some therapists are strongly opposed to ECT. He says that one of their concerns is that depression treated with ECT often returns. Martin also says that long term memory loss does occur but research needs to be done to see the exact extent of that problem.

A variety of drugs have been used with depression (Elkind and Hamsher, 1972, p. 10) with amphetamines being used in the 1950's and antidepressants being used more recently. The effectiveness of drug therapy depends on the drug, the amount used, the type of depression, and many other factors. Research results are not at all clear as to exactly how successful drug therapy is because of the different research procedures used and the different purposes of the research studies. One big advantage with drug therapy is that it is a less extreme method than ECT and is effective with less severe depressions. One big disadvantage is that every drug has side effects on the patient. Kleinmutz (1974, p. 239) cites several studies which suggest that the drug lithium carbonate is very effective with depression.

The third type of treatment cited by Elkind and Hamsher (1972, p. 11) is psychotherapy, or a talking therapy. A therapist and client talk to help the patient understand the cause of the depression to be able to deal with the depression and prevent future reactions. Since some patients get better with no treatment, evaluating the effectiveness of psychotherapy which takes a long period of time is complex. Martin (1977, p. 432) cites a study by Hollister (1972) which found that antidepressant drugs "were more effective" with severe depression than psychotherapy. He also points out that psychotherapy may have some value with less severe depression but no research studies have been done.

In summary, mild depression usually goes away with time and other experiences. Martin (1977, p. 527) says that severe depression when treated with ECT often reoccurs and there is a question about long term memory loss. Elkind and Hamsher (1972, p. 10) and Kleinmutz (1974, p. 239) report successful treatment in over 80% of those given ECT after less than nine treatments. Drugs are used and do help sometimes but statistics aren't cited in these sources because of the variety of influences on the treatment. Psychotherapy for severe depression is risky because of the long time it takes. Some patients get better and would have without therapy. However, others get worse and attempt suicide which is deadly as was shown in the class film But Jack Was A Good Driver (nd). However, statistics for the effectiveness of psychotherapy were not provided in these sources. The depressed person has three major choices for treatment: ECT, drugs and/or psychotherapy. Severe depression needs to be treated to prevent suicide.

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SOURCES FOR ADDITIONAL INFORMATION ON WRITING

As you take upper level college courses, you may need additional help on writing. Check these sources.

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- Spatt, Brenda. (1983). Writing from sources. NY: St. Martin's Press.
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IDEAS FOR IMPROVEMENT OF THIS BOOKLET

As you use this handout, record here anything you had trouble with, was confusing, or you feel could be improved. Put the page number and your idea. Turn this page in at the end of the course. Thank you for your help.

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